

-Final report-

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| **과목명** | **컴퓨터 교육론** |
| **교수님** | **이옥화 교수님** |
| **학과** | **컴퓨터교육과** |
| **학번** | **2010070014** |
| **이름** | **김아린** |
| **제출일** | **2011-11-29** |

1. Find Global Education Programs available at universities in the world

The programs in Comparative International Education (CIE) and International Educational Development (IED) have a long and distinguished history, both at Teachers College and in higher education. We encourage you to explore our website to learn more about our history and discover how our academic resources can help to advance your goals.

You will find that our two programs offer various degrees, which are linked to diverse fields and concentrations. We invite you to get to know our faculty and their areas of specialization. The course of study provides a unique learning experience for a select group of students. The programs are flexible enough to accommodate the different professional needs and aspirations of our students.

For those seeking to become professionals and leaders in international development agencies and non-governmental organizations, we offer a world-class doctoral degree as well as masters degrees.  For those pursuing academic positions in colleges and universities in the United States and around the world, our Ed. D. International Education Development and our Ph.D. in Comparative and International Education provide unrivaled advanced preparation in research and graduate-level teaching.

Our academic community is a lively and supportive place for intellectual growth. It is truly an international community with faculty and students from all over the world. The resources on the wider Columbia University campus are rich and varied, including library resources, the teaching of world languages, research centers and institutes, and many opportunities for students to get involved in professional and service activities relevant to their interests.

1. Characteristics of the global education program (objectives, student requirements, chracteristics of the program, curriculum, practicum, etc).

Program introducing

In 1899 Teachers College (TC) became the first graduate institution in the United States to develop a program in comparative and international studies in education (now called **Comparative and International Education**). Program faculty members were co-founders of the Comparative and International Education Society in 1954 and edited the Society's journal, Comparative Education Review, for many years. From the 1960s, TC also became instrumental in the study of the international development of education, founding the program in**International Educational Development**. Faculty members of the programs continue to be active in conducting research or participating in educational activities around the world. The programs, in addition to various centers and institutes in the ITS department, play dominant roles in international activities and research at TC.  
  
The programs in Comparative and International Education (CIE) and International Educational Development (IED) provide advanced preparation for professional careers in a wide range of teaching, policy and evaluation, administrative and research roles. Graduates of the programs are found in numerous educational positions including academic research and teaching, in educational planning, implementation, and evaluation roles in foundations, non-governmental organizations, governmental institutions, businesses and corporations, and private and public educational institutions.   
  
The programs are designed to provide students challenging course work related to international and transcultural dimensions of education. Program requirements include work in four areas: a core curriculum, a concentration which is either an academic discipline (for CIE program) or a professional field of education (for IED program), transcultural or geographically related study, and broad and basic/elective credits. The program arrangements are designed to be as flexible as possible so that previous educational and professional experience and the future career goals of the student may be taken into account in the choice of appropriate course work. Each student is expected to assume major responsibility for formulating, in cooperation with the program advisor, a plan of study that will best meet the general program requirements in a way most compatible with her/his own professional goals.   
  
The major difference between the two programs is that **CIE** is based on an **academic discipline in the social sciences,**while**IED** is based on a **professional specialization of education.** Students in both programs specify a specific discipline or specialization, either within the Department of International and Transcultural Studies, or outside of it.   
  
Students should also specify a geographical area of interest. The regional areas of concentration may include Africa, the Caribbean, Central Asia, East Asia, Europe, the Middle East, Latin America, and the U.S. (for a transcultural/immigration focus)

Curriculum

ITSF 5001

Ethnography and participant observation: fieldwork, analysis, reporting

ITSF 5002

Ethnography and participant observation: Comparative and qualitative analysis

ITSF 5003

Communication and culture

ITSF 5005

Interdisciplinary study of the family

ITSF 5006

International Education Policy Studies

ITSF 5007

Race, class and schooling: Ethnographic approaches

ITSF 5008

Gender, education, and international development

ITSF 5023

The family as educator

ITSF 5026

The family and television

ITSF 5090

Education and Demographic Change

ITSF 5120

Education in community settings: Museums

ITSF 5121

Education in community settings: Community centers

ITSF 5122

Education in community settings: Correctional institutions

ITSF 5123

School counseling of bilingual/bicultural children, adolescents and their families

ITSF 5500

Education Across the Americas

ITSF 5519

Research in language and literacy I

ITSF 5520

Research in language and literacy II

ITSF 5580

Postcolonial studies of education

ITSF 5590

Education and the development of nations

ITSF 5691

Colloquium on international education and the United Nations-Goals and content: Major world developments and their implications for education

ITSF 5692

Colloquium on international education and the United Nations-Theory and teaching techniques: New trends in international education

ITSF 6125

Research issues in communicative practices

ITSF 6520

Seminar in families and communities as educators

ITSF 6580

Advanced seminar in international education I

ITSF 6581

Advanced seminar in international education II

ITSF 6590

Doctoral seminar in international and transcultural studies

1. 프로그램의 이름은 무엇인가?. **Comparative and International Education**
2. 교사자격증을 주는가? Yes
3. 학부생에게 해당되는 프로그램인가? 학부생 이상에게 해당되는 프로그램인가? Graduated person
4. 교생실습을 하는가? 안 하는가? They didn’t, but we can choose to teach site for experiment.
5. 교육과정? See Curriculum.

**3.Suggested Global Education Leadership program (objectives, target population, curriculum, instructional models, etc)**

**(1)objectives: Encouraging tolerance ability and teaching ability.**

My global education leadership program name is global tolerance.

My global education leadership program objectives are communicating many students to abroad and assigning foreign education system.

Teachers must have tolerance ability. Many students have many character. Teachers understand and care.

Global education leadership program is trained that. Teacher meets many foreign students. So teachers have difficulties. Culture difference, language difference, feeling difference, etc. Teacher solve that problems. Also Teaching to other language is encourage to teacher’s ability.

**(2)curriculum**

You will be get 18 and up to average 3.5

This program is 1 year course.

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| Subject | Point |
| English General education outline1 | 3 |
| English General education outline2 | 3 |
| Seminar in families and communities as educators | 3 |
| Postcolonial studies of education | 3 |
| Education and the development of nations | 3 |
| \*field placement1 | 3 |
| \*field placement2 | 3 |

**(\*)essential subject**

1 is performed at first semester.

2 is performed at second semester.

You can choose 2 subject.(because 1 subject is essential)

**(3)instructional models**

COLUMBIA University. COLUMBIA University has comparative and International Education.

Columbia program and my program difference is that Graduated person can do Columbia program but my program include [undergraduate](http://endic.naver.com/search.nhn?query=undergraduate) person and graduated person.

It is big difference.

**(4)conclusion**

Do you want to be good teacher? This program is chance!

Challenge this program. Many foreign students wait for U. This program can make good teacher. My program can experience many difficulties. But ‘No pains, No gain.’ say idioms. Difference makes you to mature. I think teacher’s personality is very important. If teacher had bad personality, that teacher must not speak student’s ability. That is right.